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**Course:** Ed. 702.22

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**HW:** Wiki Assignment #2

**Date:** 3/1/10

**Annotated Bibliography**

Banks, J. A. (1993). Multicultural Education: Historical Development, Dimensions, and Practice*.* *Review of Research in Education*, *19*, 3-49. doi: 10.3102/0091732X019001003.

This article is about the history of multicultural education, and the powerful effects of its practice in the academic environment.

Baker, K. ( 1998). Structured English Immersion: Breakthrough in Teaching Limited- English- Proficient Students. *Phi Delta Kappan, 80 (3),* 199-204. Retrieved from Eric database. (EJ575205).

This author explains that structured English Immersion Program (SEI) for English Language Learners is better than two other types of bilingual education programs.

Honigsfeld, A. (2009). ELL Programs: Not "One Size Fits All". *Kappa Delta Pi Record*, *45*(4), 166-171. Retrieved from ERIC database. (EJ865396).

This article describes the different programs models and the program organization issues related to the diverse needs of English Language Learners.

Macswan, J. (2000). The Threshold Hypothesis, Semilingualism, and Other Contributions to a Deficit View of Linguistic Minorities, *Hispanic Journal of Behavioral Sciences,* 22, 3-45. doi:10.1177/0739986300221001.

This author emphasizes that some researchers use “semilingualism” or “limited bilingualism” to explain the differences in minorities’ academic achievement. This writer argues against Cummins’s Threshold Hypothesis.

Rossell, C. H., & Baker, K. (1996). The Educational Effectiveness of Bilingual Education.[*Research in the Teaching of English*](http://www.jstor.org.ez-proxy.brooklyn.cuny.edu:2048/action/showPublication?journalCode=resintheteacheng), 30, (1), 7-74. Retrieved from Eric database. (EJ519666).

The authors, based on intensive research, concluded that structured immersion program is better than Transitional Bilingual Education (TBE) for limited English proficient students.

Sparks, R., Patton, J., Ganschow, L., & Humbach, N. (2009). Long-Term Crosslinguistic Transfer of Skills from L1 to L2. *Language Learning*, *59*(1), 203-243. Retrieved from ERIC database. (EJ829152).

This author examines the relationship between transfer of skills from L1 to L2. This writer concludes that there is a long-term crosslinguistic transfer from L1 to L2 skills.